

World War II

US History & Government



Classroom packet

Name _____ Per. _____

World War II

Entrance task: Brainstorm what you know about the causes of World War II.

“World War II – the most deadly conflict the world has seen. The U.S. would step onto the center stage of world events in fighting this war and forging a future in its aftermath.”

United States History. Prentice-Hall. Boston, Massachusetts. 2008

I. US Involvement in World War II

Neutrality Acts 1930s	Lend-Lease Ac 1941	Pearl Harbor Dec. 7, 1941

1. Comprehension question: *In what sense was the United States “involved” in World War II before the Pearl Harbor attack and the Congressional declaration of war in December 1941?*

II. War Strategy

Europe First

Pacific Island Hopping

Atomic Bomb

2. Comprehension question: *Make a prediction: How was the need to wage “total war” likely to alter the nature of American society?*

II. Impact of the war on Americans
Focus: Japanese-Americans

Who?	
What?	
When?	
Where?	
Why?	

3. Comprehension Answer: *Why do you think that Japanese-Americans were interned and German-Americans were not?*

Relocation of Japanese Americans

Directions: Use the following information and your textbook to answer the questions.

After the bombing of Pearl Harbor, the War Department persuaded President Franklin Roosevelt to authorize the transfer of 120,000 people of Japanese ancestry to "relocation centers." The following is an excerpt from the executive order:

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense materials, national-defense premises, and national-defense utilities.....

Now, therefore, by virtue of the authority vested in me as President of the United States and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War and the military commanders whom he may from time to time designate, whenever he or any designated commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate military commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate military commander may impose in his discretion...

I hereby further authorize and direct all executive departments, independent establishments, and other federal agencies to assist the Secretary of War or the said military commanders in carrying out this Executive Order including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities and services.

Soon after the order was issued, the case of *Herabayashi v. United States* reached the circuit court of appeals. The case involved the arrest of a Japanese American who refused to obey a curfew issued by the military under the recent executive order. The circuit court ruled on the case:

The war power of the national government is power to wage war successfully. It extends to every matter and activity related to war....Power is not restricted to winning victories. When conditions call for "judgment and discretion"....it is not for any court to sit in review of the wisdom of their action...

Thus, the legality of the relocation of Japanese Americans was upheld- at least for awhile.

1. What executive power did Roosevelt invoke? _____
2. What was the issue involved in the case of *Herabayashi v. United States*? _____

3. What did the court of appeals mean when it said: "When conditions call for 'judgment and discretion' ... it is not for any court to sit in review of the wisdom of this action"? _____

4. How might people have justified this order at the time it was issued? _____

HOW DID WORLD WAR II IMPACT THE U.S./THE WORLD?

Instructions: In the following exercise you and a partner will investigate five impacts of the end of WW II. Both partners should read and analyze the material in order to complete the matrix below.

Station #	Event	Summarize the event	Predict how this event would affect our society
1			
2			
3			
4			
5			

NAVAJO CODE TALKERS

“Without the Navajos the Marines would never have taken Iwo Jima.”

That is how one marine major remembers that bloody fight. The Navajos he was referring to were the Code Talkers, a corps of 420 radio operators who transmitted secret messages in a code that was never broken.

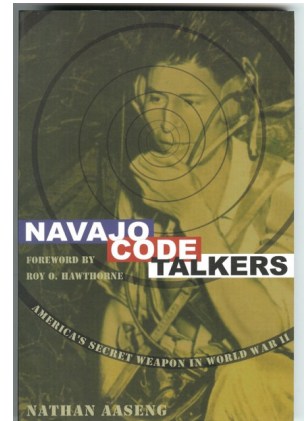
Secrecy is essential to wartime maneuvers. How do you let a distant military unit know that you are about to start shelling the enemy? How do you warn them that the enemy is heading toward them? How do you tell them to pull out before it's too late? And how do you communicate these messages without letting the enemy know what you are saying? Over time, the military has developed many different codes to send secret messages. All these codes have been broken except the one developed during World War II by the Navajo Code Talkers.

The idea of using Navajos to transmit wartime messages came from a young civil engineer, Philip Johnston, who had lived on a Navajo reservation where his father was a missionary. Early in 1942, he approached the U.S. Marines with the idea of recruiting Navajos to transmit battle messages. Johnston pointed out that there were only about two dozen non-Navajos in the whole world who could speak the language. A code based on Navajo words would be impossible to break.

CREATING A SECRET CODE

Marine recruiters had no problem finding young Navajos eager to join up. The Navajo recruits formed the 382nd Platoon which was ordered to develop a secret code. Since their language contained no terms for the weapons of war, the Code Talkers resorted to descriptive language. For example, a dive bomber became *gini* – Navajo for “chicken hawk.” They called bombs by the Navajo word for “eggs.” An anti-aircraft gun became the Navajo term for “tortoise shooter.” To ensure

secrecy, the code was never written down. The Code Talkers relied strictly on memory. But as one of the code's designers said, “Well, in Navajo, everything is in memory.”



The Navajo Code Talkers were thrown into action at Guadalcanal. English-speaking Japanese soldiers who listened in on marine messages were dumbfounded. They could make no sense of what they were hearing. The navy also used the Code Talkers to help with air attacks on the Japanese.

As the marines fought westward toward the Japanese islands, the Code Talkers fought with them. In the first two days of the attack on Iwo Jima, six networks of the Code Talkers worked around the clock, transmitting a total of 800 messages without error. In the month-long battle that followed, three Code Talkers were killed. Like the Code Talkers who had been killed earlier, their bodies were shipped home, but the nature of their duties remained secret. It was not until 1969 that the existence of a Navajo code was declassified by the military, and the crucial work of the Navajo Code Talkers was made public.

Support the following statement with facts from the article...

“Without the Navajos the Marines would never have taken Iwo Jima.”

Turning points of World War II in Europe & beyond

<i>Turning Point</i>	<i>What? Where? Why? Key people/events?</i>	<i>How was this event a turning point in World War II?</i>
North African Campaign Nov. 1942		
The Liberation of Italy July 1943		
Battle of Stalingrad Sept. 1942 – Jan. 1943		
D-Day June 6, 1944		
Battle of the Bulge Dec. 1944		

Turning points in Pacific

<i>Turning Point</i>	<i>What? Where? Why? Key people/events?</i>	<i>How did this event eventually lead to Japan's defeat?</i>
Battle of the Coral Sea May 1942		
Battle of Midway June 1942		
Battle of Guadalcanal August 1942		
Philippines Campaign 1942		
Battle of Iwo Jima 1945		

<i>Turning Point</i>	<i>What? Where? Why? Key people/events?</i>	<i>How did this event eventually lead to Japan's defeat?</i>
Nov. 1944 – Feb. 1945		
Battle of Okinawa April-June 1945		
Manhattan Project		
Bombing of Hiroshima and Nagasaki August 1945		

Results of World War II

Human cost

- 22 million soldiers and civilians dead
- 24 million casualties
- Creation of refugees and displaced persons

Financial cost

- \$1.6 trillion military spending
- \$230 billion property damage

New weapons, tactics, strategies

- Radar, guided missiles, jet planes, magnetic mines, atomic bomb, major role of airplanes

Other effects

- Almost 60 nations involved in the worldwide war
- End of totalitarian systems in Germany, Italy, Japan
- Emergence of the US and USSR as world superpowers
- Cold War – nuclear arms race
- Creation of the United Nations
- Nationalistic movements in Africa and Asia
- Communist satellites under Soviet control

Issue 1: Foreign policy prior to the World War I

1. What were the titles of American foreign policies prior to WWI and WWII?
2. What actions did the U.S. take prior to WWI that pulled us closer to supporting the Allies?
3. What actions did the U.S. take prior to WWII that pulled us closer to supporting the Allies?
4. What actions were taken by the Central Powers, which pulled the U.S. into WWI?
5. What actions were taken by the Japanese, which forced the United States into WWII?

To what extent were the American foreign policies similar prior to WWI and WWII?

[_____]

Not at all

Completely

Issue 2: Domestic Policy Issues

1. How did the U.S. finance both wars?
2. How did the economy change during both wars?
3. How did the wars affect the status of women and minorities?
4. How were Schenck v U.S. and Korematsu v U.S. similar?

To what extent were the American domestic policies similar during WWI and WWII?

[_____]

Not at all

Completely

Issue 3: The Brutality of War

1. What new forms of weapons were developed in WWI and WWII?
2. What new form of war was developed in both wars?
3. How did the use of the atomic bomb usher in a new form of warfare?

To what extent was the brutality of WWI and WWII similar?

[_____]
Not at all Completely

Issue 4: The role of the President in the peace making process

1. Who were the American Presidents during WWI and WWII?
2. What were the names of the peace conferences for both wars?
3. Describe the compromises in each conference.
4. What wars could be traced to each conference?

To what extent were the roles of Wilson and FDR similar in planning the peace after the wars?

[_____]
Not at all Completely

Issue 5: Demobilization after the war

1. How did the government attempt to demobilize the nation after WWI and WWII?
2. How were minorities treated after WWI and WWII?
3. How were women treated after WWI and WWII?

To what extent were the American demobilization plans similar after each war?

[_____]
Not at all Completely

Issue 6: Genocide

1. How were the genocides of WWI and WWII similar?
2. What legal bodies or actions were created as a result of each genocide?

To what extent were the genocides similar in each war?

[_____]
Not at all Completely

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.